

Bill Number	Short Title	Sponsors	Latest Action	Summary
1204	CHARTER SCHOOLS; APPLICATIONS; RENEWALS; REVOCATIONS	Yee	Referred to House Education Committee (2/25/13, 2pm)	Charter schools are no longer required to include a description of personnel policies, personnel qualifications and method of school governance. The information that must be included with a charter school application to a proposed sponsor or when a renewal application is modified. A sponsor is authorized to revoke a charter or deny a request for early renewal if the charter holder has failed to meet academic or operational performance expectations, complete the obligations of the contract or comply with applicable law. Charter school sponsors are required to post the charter school application and adopted performance framework on the sponsor's website. Emergency clause.
1444	SCHOOLS; PERFORMANCE FUNDING	Yee	Referred to Senate Appropriations Committee (2/26/13, 2pm)	Establishes formulas for performance funding for school districts and charter schools, consisting of an "achievement payment" based on the achievement score of the school district or charter holder and an "improvement payment" based on the increase in achievement score for the prior school year over the highest previous score during up to the last five years. The Dept is also required to prepare recommended legislation for consideration in the 52nd Legislature, 2nd regular session that is designed to adjust performance funding calculations to account for the transition from AIMS to the competency test. For FY2016-17, the Board is required to contract with an independent organization to evaluate whether performance funding results in system wide improved academic performance.
2047	PUPIL ASSESSMENT; AIMS TRANSITION	Goodale	Referred to Senate Education and Government & Environment Committees	Effective July 1, 2014, the Arizona Instrument to Measure Standards (AIMS) test is eliminated and replaced with a competency test adopted by the State Board of Education. The minimum course of study and competency requirements for the graduation of students from high school that are prescribed by the Board may incorporate results of competency tests adopted by the Board. The Board is no longer prohibited from requiring students to pass social studies or science standards for high school graduation. The requirement for the Board to implement a statewide nationally standardized norm-referenced achievement test is also deleted. Additionally, the alternative high school graduation requirements for students who do not pass AIMS are repealed effective January 1, 2017. Session law provides that for students graduating in 2015 and 2016, a minimum score determined by the Board on the competency test may be substituted for passing scores on the AIMS for a student in 12th grade.

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2488	200 DAY SCHOOL CALENDAR; FUNDING.	Boyer, Coleman, Orr, Yee	Passed as Amended out of House Appropriations Committee (2/20/13)	A school district or charter holder that elects to provide 200 days of instruction may increase its base level by eight percent, increased from five percent. Individual schools may elect to provide 200 days of instruction and receive an increase in the base level by eight percent if each school has received a grade of "D" or "F" and has incorporated the 200 days of instruction in its improvement plan. Schools must notify the Dept of Education by November 1 in the preceding fiscal year of plans to offer instruction for 200 days. The increased base level does not apply in FY2013-14 unless approval to offer 200 days of instruction was obtained by November 1, 2012.
2500	SCHOOLS; TEACHER EVALUATIONS; DISMISSALS	Goodale, Boyer, Miranda, Orr	On House Caucus Calendar (2/19/13)	Various changes to the system for evaluating the performance of certified teachers that school districts are required to establish. The second observation may be waived for a "continuing teacher" (defined) in one of the highest performance classifications. School boards are required to adopt a definition of inadequacy of classroom performance that aligns with the performance classifications, and the definition must be developed in consultation with the district's certified teachers. A preliminary notice of inadequacy of classroom performance must be accompanied by a performance improvement plan designed to help the teacher correct inadequacies. A continuing teacher who has been designated in one of the two lowest performance classifications for the preceding and current school years immediately becomes a probationary teacher and remains probationary until the teacher's performance classification is designated in either of the two highest classifications. Retroactive to July 1, 2013.